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ABSTRACT

Eastern Illinois University's Beginning Teacher Assistance Program became effective Fall, 1985 for all graduates of the university who are currently employed as beginning teachers in the state of Illinois. Detailed information on all steps involved in the full operation of the program is presented. This program will provide Eastern faculty for consultation and professional services to assist the beginning teacher and his/her immediate supervisor in planning a program of support in analyzing, understanding, or resolving any areas of concern during the initial year of teaching. Beginning teacher assistance seminars are also scheduled for the beginning teachers throughout the state. These follow-up seminars provide teachers with the opportunity to discuss their experiences during their first classroom assignment and may help identify where they may like additional assistance. A set of announcement letters and other publicity materials, as well as registration, evaluation, and other forms pertaining to the program are appended.
(Author/JD)

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EASTERN ILLINOIS UNIVERSITY

BEGINNING TEACHER ASSISTANCE PROGRAM

Beverly J. Ochs

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EASTERN ILLINOIS UNIVERSITY

BEGINNING TEACHER ASSISTANCE PROGRAM

PRESENTATION

INTRODUCTION

Eastern Illinois University's Beginning Teacher Assistance Program became effective Fall, 1985 for all graduates of Eastern who are currently employed as a beginning teacher in the State of Illinois. The program is designed to give professional consultation and support to beginning teachers during the transition from preservice training to inservice teaching in the public and private schools.

Attitudes and work habits develop quickly in the beginning years of teaching and tend to set a pattern for the future. It is a very critical time in the development of successful, competent teachers. In many cases, the kind of guidance, assistance, and support systems needed to maximize the beginner's chance of success is not always available. Principals, involved with the many aspects of school administration, sometimes do not have the time to offer appropriate assistance. Beginning teachers are often afraid to admit to having problems for fear of poor evaluations or non-acceptance by peers. Consistently throughout the literature, it is reported that other teachers are the most frequently used source of help, even other teachers at the same level. What if this teacher is not the best instructional model to follow? This could perpetuate the cycle of improper instruction or at best produce a mediocre job of teaching.

Eastern Illinois University does not want to abandon their graduates during this crucial time of development. The experiences, the successes, and the failures of the beginning years of teaching may do as much to mold the future performance of a beginning teacher as anything done in the

SP 027 381

traditional four-year teacher preparation program. Eastern wants to continue, through the Beginning Teacher Assistance Program, to assist the beginning teachers in their developmental stages of growth so that they may reach the ultimate levels of skill and competence needed to become effective and successful in the teaching profession.

PROGRAM DEVELOPMENT

Background Information

Many universities throughout the states have a program designed for their graduates in their initial year of teaching. Before actually developing the Beginning Teacher Assistance Program, letters were sent requesting information on the induction programs being implemented at Oregon State University, University of Northern Colorado, University of Virginia, Doane College, Purdue University, and Eastern Washington State College.

With the assistance of an advisory council, consisting of the Dean and Assistant Dean of the College of Education, the Director of Clinical Experiences, and the Coordinator of the new program, a compilation of information and ideas were assembled. The decision was made to call the new program the Beginning Teacher Assistance Program, with the intention of supporting all of Eastern's graduates who are employed as a beginning teacher in Illinois.

Informing Schools

Through Eastern Illinois University's Placement Service, a list of the 1985 graduates who are certified teachers employed in the public and private schools in Illinois were contacted concerning the program. An informational letter and registration form were sent to one hundred seventy five (175) beginning teachers and their principals. In addition, one hundred sixteen (116) district superintendents and fifty seven (57) regional superintendents of these teachers were sent letters and extra registration forms for beginning teachers.

Another way of informing administrators of the program was by placing a brief notice about the program in each graduate's credential file as a reminder to superintendents and principals during the job interview process, stating that Eastern graduates are automatically covered under the Beginning Teacher Assistance Program upon employment in Illinois.

Information on the Beginning Teacher Assistance Program was also published in the "Student Teaching Times" newsletter which was sent to all public school teachers who are involved with Eastern's student teachers.

Informing University Faculty, Staff, and Students

Memorandums were sent to all Deans and Department Chairpersons on Eastern's campus briefly explaining the program. Follow-up meetings were scheduled with the Deans, Department Chairpersons, and faculty members including faculty student teaching coordinators, to discuss in detail how the program was to be implemented and how they may become involved in the program.

Eastern students completing student teacher training also received an informational letter, a registration form, and an employment return address card stating that they are automatically covered under the Beginning Teacher Assistance Program once employed by a school district. The employment card was to be completed and returned to the program coordinator. Receiving the employment card was another way for the program coordinator to know where to contact newly employed beginning teachers during the school year.

Articles concerning the program were published in the "University Newsletter" for university faculty and staff and the "Eastern News" for all students.

BEGINNING TEACHERS IN THE PROGRAM

Beginning Teacher Assistance Seminars

Beginning Teacher Assistance Seminars are scheduled in central locations of Illinois for all of Eastern Illinois University's beginning teachers. Many times beginning teachers do not realize that they could benefit from additional assistance and support until they have met with other teachers and discussed their concerns. Because many beginning teachers are assigned extra curricular responsibilities, typically, the most favorable evenings to hold seminars are Wednesday's. This seems to be the only night basketball, football, and cheerleading practices are not scheduled.

Seminar registration forms are sent to all beginning teachers to complete and return before the seminar date. Personal phone calls are made to remind the beginning teachers of the seminar a week before the seminar is to be held. Statements have been made by the beginning teachers during the phone call conversations that they would like to attend, but they have lost their invitation or misplaced it on their desk. At that time, a verbal invitation is extended to attend the seminar.

The beginning teachers participate in a casual two and one-half hour evening seminar where they are encouraged to discuss their profitable experiences as well as their concerns about their first classroom assignment. Discussions focus on concerns with classroom management skills, discipline techniques, and instructional strategies. Participant responses have been enthusiastic and positive. Statements of being afraid to discuss their problems with other teachers and their administrators have been voiced. Others have said they are glad to have the opportunity to discuss their ideas and experiences with other teachers from other schools.

Follow-up correspondence letters were sent to the administrators of the beginning teachers who attended the seminars, briefly stating that their beginning teachers attended the seminar and were interested in discussing various issues for the purpose of improving teacher effectiveness. Brief memos were also sent to the appropriate university faculty members on campus.

Individual Assistance for Beginning Teachers

Upon receiving the informational letter and registration form, administrators and beginning teachers may activate the program by calling and/or completing the registration form. The form must be signed by the administrator and the beginning teacher and sent to the Beginning Teacher Assistance Program Coordinator. In return, the program coordinator schedules individual appointments with the beginning teacher and the administrator to discuss the goals and services of the program and their concerns for wanting to receive assistance through the program. Next, the program coordinator contacts the appropriate department and a university faculty member. This faculty member provides services through observations and professional consultation to the beginning teacher and administrator.

Observation forms are used by university faculty in keeping a daily or weekly log on activities and materials used while working with a beginning teacher. A travel form is also used for the purposes of reimbursement of expenses and overload pay for the university faculty.

As a result of contacting one hundred seventy two (172) beginnning teachers in Illinois schools, five beginning teachers and their principals are receiving concentrated, professional consultation and assistance from Eastern faculty. The beginning teachers are receiving individual assistance in classroom management skills, appropriate discipline techniques for specific classrooms, information on the developmental stages of children, and assistance in planning additional activities and materials suitable for the grade levels.

Some of the difficulties the beginning teachers are experiencing stem from accepting teaching positions that are different from their preparation area, from extra-curricular activities assigned to beginning teachers, and from lack of life experiences in a subject area.

EVALUATION

As with all programs, evaluations are needed to speculate possibilities for adjustments and improvements. Evaluation forms are sent to beginning teachers and their principals who have been involved with the Beginning Teacher Assistance Program either through individual assistance from Eastern faculty or by attending seminars.

FUTURE GOALS

During the Beginning Teacher Assistance Seminars, some beginning teachers have commented that they will be applying for different teaching positions. Therefore, the Beginning Teacher Assistance Program will be revised to offer assistance to second year teachers. This change will include all 1985 graduates who have been contacted during the 1985-86 school year, and all 1986 graduates who will be receiving teaching positions in the 1986-87 school year.

A Beginning Teacher Booklet for Administrators will be designed for the use of improving supervision, effective observation, and communication skills for both the administrator and beginning teacher.

For professional development of beginning teachers, a classroom management workshop will be developed for collegial interaction in solving recurring problems and to reduce any uncertainty about attaining instructional goals.

An Eastern Illinois University "Beginning Teacher Newsletter" will be published to provide current university news, updates on educational issues, and helpful ideas from university faculty in education. This newsletter will be sent bi-annually to <u>all</u> of Eastern's beginning teachers.

SUMMARY

Eastern Illinois University's College of Education perceives that the standards for Admission to Teacher Education, the academic strength of the teacher education program, and the in-school experiences the graduates have acquired will assure a small number of graduates who may require individual consultation and assistance offered by the Beginning Teacher Assistance Program. However, Eastern anticipates that even high level beginning teachers may broaden their repertoire of instructional strategies and increase their effectiveness by having access to experienced guidance at the outset of their teaching career. The communication between the public schools and the university may provide information vital to curriculum modifications in the teacher education program.

EASTERN ILLINOIS UNIVERSITY

BEGINNING TEACHER ASSISTANCE PROGRAM

PRESENTERS

Ms. Beverly Ochs, Coordinator
Beginning Teacher Assistance Program

Dr. Francis Summers, Director
Office of Clinical Experiences

Dr. Sheryl Benson, Associate Professor
Elementary and Junior High School Education

Dr. Luis Clay-Mendez, Professor
Foreign Language Department

Dr. Richard White, Associate Professor
Elementary and Junior High School Education

February 25, 1986

BEGINNING TEACHER ASSISTANCE PROGRAM

Teaching is an occupation in which important learning takes place on the job. Beginning teachers frame their goals in terms of "survival" and are extremely concerned about proving their competence. It is particularly important during initial assignments for beginning teachers to receive a supportive and nurturing environment for continued success in the teaching profession.

Eastern Illinois University's **Beginning Teacher Assistance Program** is designed to give assistance and support to any Eastern graduate who is currently employed as a beginning teacher in the State of Illinois. Faculty from all colleges and departments on Eastern's campus may be involved in providing professional counseling and assistance for any Eastern graduate who feels a need for additional assistance. While this includes consultation with superintendents, principals, and/or supervisors, the major thrust will be to support and assist the beginning teacher in analyzing, understanding, and resolving any concerns whether they are in teaching techniques, human relations, or subject matter.

Beginning Teacher Assistance Seminars are also scheduled throughout the state as additional support for beginning teachers. The seminars provide teachers with the opportunity to discuss their experiences during their first classroom assignment and to help identify where they may like additional assistance.

Eastern Illinois University believes that this type of program will not only help prevent failure among beginning teachers, but will also serve to elevate the ultimate levels of skill and competence they will achieve as experienced teachers later. The program may also provide information vital to curriculum modifications for Eastern's teacher education program.

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

College of Education
Student Teaching Department
(217) 581-2620

BEGINNING TEACHER ASSISTANCE PROGRAM

REGISTRATION FORM Date:_____

Beginning Teacher (to be completed by the teacher)

Name:_____ Social Security No:_____

Present Address:_____ Phone:_____

Certification Area(s):_____

Grade level(s) and area(s) taught during student teaching:_____

_____ Completion Date:_____

Cooperating Teacher(s) during student teaching:_____

Teaching Coordinator during student teaching:_____

Graduation Date:_____ Your Current Teaching Position:_____

_____

Building Principal (to be completed by the teacher's principal)

Name:_____ School Phone:_____

School Name & Address:_____

Teacher's Date of Employment:_____

Brief description of instructional assignments for the teacher:

Brief descriptions of concerns that may need assistance:

Signatures:

_____	_____	_____
Beginning Teacher	Building Principal	Coordinator, Beginning Teacher Assistance Pro.

Return to: Ms. Beverly Ochs, Coordinator
Beginning Teacher Assistance Program
BEB 210
Eastern Illinois University
Charleston, Illinois 61920
217-581-2620

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

College of Education
Student Teaching Department
(217) 581-2620

November 1, 1985

Dear Superintendent:

I wish to inform you of Eastern Illinois University's new **Beginning Teacher Assistance Program**, effective Fall 1985. As a service to the public schools and as an additional aid to the University's graduates, the College of Education is enthusiastic about the opportunities this program will provide for the faculty and staff in working with your principals and supervisors.

Basically, the program offers free assistance to any Eastern Illinois University graduate who is employed as a beginning teacher in your schools and who would profit from additional assistance and support. The College of Education is willing to provide professional assistance to review the beginning teacher's formal evaluation reports, assist the teacher and principal in planning a program of support, and offer consultation and professional services to both the beginning teacher and principal.

The experiences, the successes, and the failures of the beginning years of teaching may do as much to mold the future performance of a beginning teacher as anything done in the traditional four-year teacher preparation program. Attitudes and work habits develop quickly in the beginning years, and tend to set the pattern for the years ahead. We believe that this type of program will not only help prevent failure among beginning teachers, but also will serve to elevate the ultimate levels of skill and competence they will achieve as experienced teachers later.

I am enclosing a sample registration form which will also be sent to the building principals. As the program evolves, we welcome any suggestions you may have on the implementation of the program and on how we can better assist your schools.

Sincerely,

Beverly J. Ochs

Beverly J. Ochs
Coordinator
Beginning Teacher Assistance Program
BEB 210

Enclosure

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

College of Education
Student Teaching Department
(217) 581-2620

November 1, 1985

Dear Principal:

A new program has been developed that may benefit you and the beginning teacher(s) of your building. Because of the many aspects of school administration that principals must deal with every day, we realize that sometimes you may not have the time to offer the additional assistance needed for beginning teachers.

The **Beginning Teacher Assistance Program**, through the College of Education, is scheduled to begin Fall, 1985. Basically we are offering free assistance from our faculty and staff. We are willing to review evaluation reports, consult with you and the beginning teacher, and assist in providing a plan of support for the teacher.

To initiate action from this program for any of your beginning teachers, please fill out the enclosed registration form and feel free to call 217-581-2620 or write to:

Ms. Beverly Ochs, Coordinator
Beginning Teacher Assistance Program
BEB 210
Eastern Illinois University
Charleston, Illinois 61920

Should you need more than one registration form for your building, please photocopy the registration form provided or contact our office for additional forms.

We believe that this type of program will not only help prevent failure among beginning teachers but also will serve to elevate the ultimate levels of skill and competence they will achieve as experienced teachers later. We look forward to your participation and support in implementing this new program. Doubtless, there will be needed improvements as the program evolves. We hope you will help with any suggestions on how we can better assist you.

Sincerely,

Beverly Ochs

Beverly Ochs
Coordinator

Enclosure

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

College of Education
Student Teaching Department
(217) 581-2620

November 1, 1985

Dear Graduate:

A new program has been developed that may benefit you and your principal in a positive way. Because of the various administrative assignments principals must attend and complete in their daily positions, many times they do not have the time to offer the suggestions and additional assistance you may need as a beginning teacher.

The **Beginning Teacher Assistance Program**, through the College of Education, is scheduled to begin Fall 1985, offering free assistance to any Eastern Illinois University graduate who is employed as a teacher and who feels he/she would like additional assistance and support in analyzing, understanding, or resolving any areas of teaching whether they are in teaching techniques, human relations, or subject matter. If you would like our assistance please feel free to call: 217-581-2620 or write:

Ms. Beverly Ochs, Coordinator
Beginning Teacher Assistance Program
BEB 210
Eastern Illinois University
Charleston, Illinois 61920

If you feel you would like assistance, it would be greatly appreciated if you would fill out the enclosed registration form. We hope you will help with any suggestions on how we can better assist you.

Sincerely,

Beverly Ochs

Beverly Ochs
Coordiantor

Enclosure

Sent after completion of student teaching experience

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

College of Education
Student Teaching Department
(217) 581-2620

December 6, 1985

Dear Graduate:

A new program has been developed that may benefit you once you have received your first teaching position. Because of the various administrative assignments principals must attend and complete in their daily positions, many times they will not have the time to offer the suggestions and additional assistance you may need as a beginning teacher.

The **Beginning Teacher Assistance Program,** through the College of Education is offering free assistance to any Eastern Illinois University graduate who is employed as a teacher in Illinois and who feels he/she would like additional assistance and support in analyzing, understanding, or resolving any areas of teaching whether they are in teaching techniques, human relations, or subject matter. Once you have begun your new teaching position, if you would like our assistance, please feel free to call: 217-581-2620 or write:

Ms. Beverly Ochs, Coordinator
Beginning Teacher Assistance Program
BEB 210
Eastern Illinois University
Charleston, Illinois 61920

If your feel you would like assistance, it would be greatly appreciated if you would fill out the enclosed registration form. We hope you will help with any suggestions on how we can better assist you.

Sincerely,

Beverly Ochs

Beverly Ochs
Coordinator

BO/lf

Enclosure

Dear Eastern Illinois University Graduate:

It is very important for you to return this card when you have accepted a teaching position.

Name:_____ Phone:_____

Address:_____
P.O. Box/Street City/State Zip

Teaching Position:_____

School Name:_____

Address:_____
P.O. Box/Street City/State Zip

Employment Date:_____ School Phone:_____

Illinois teachers are automatically covered under the Beginning Teacher Assistance Program.

Card sent with teacher certification form when graduates are looking for employment

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY CARD
FIRST CLASS PERMIT NO. 31 CHARLESTON, IL

POSTAGE WILL BE PAID BY ADDRESSEE 2-00109

Beverly J. Ochs, Coordinator
BEGINNING TEACHER ASSISTANCE PROGRAM
BEB 210
Eastern Illinois University
Charleston, Illinois 61920

Follow-up meeting with each department.

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

College of Education
Student Teaching Department
(217) 581-2620

TO: All Deans and Department Chairpersons

FROM: Beverly Ochs, Coordinator
Beginning Teachers Assistance Program
BEB 210, Phone: 581-2620

DATE: November 7, 1985

BEGINNING TEACHER ASSISTANCE PROGRAM

Starting Fall, 1985 the Beginning Teacher Assistance Program will be in effect for any Eastern Illinois University graduate who is currently employed as a beginning teacher in the public schools of Illinois or Indiana. In many cases, the kind of guidance, assistance, and support systems needed to maximize the beginner's chances of success is not always available. Principals, involved with the many aspects of school administration, sometimes do not have the time to offer the kind of help needed.

As a service to the public schools and as an additional aid to the university's graduates, through the College of Education, faculty from all colleges and departments on campus will be involved in providing counseling and assistance for any Eastern graduate. While this will include consultation with superintendents, principals, or supervisors, the major thrust will be to support and to assist the teacher in analyzing, understanding, and resolving any concerns whether they are in teaching techniques, human relations, or subject matter. In addition, regional seminars and other activities will be held as a follow-up for the teachers and to provide information vital to curriculum modifications in the teacher education program.

To activate the program a principal or teacher must contact Beverly Ochs, Coordinator of the Beginning Teachers Assistance Program. At this time university faculty may become involved. Prior to this time, I would like to schedule a meeting with each Dean and Department Chairperson to discuss in detail how various members of your department may be involved in this program.

The College of Education feels that the standards for Admission to Teacher Education, the academic strength of Eastern's program, and the in-school experiences our graduates have acquired, assures us that the number of graduates who will require this additional assistance will probably be small. We hope that even the beginning teacher who is doing well on the job may profit to a relatively greater extent by having access to experienced guidance at the outset of a teaching career. This program will not only help to prevent failure among beginning teachers, but also serve to elevate the ultimate levels of skill and competence which they later will achieve as experienced teachers.

For all Eastern faculty & staff

UNIVERSITY NEWSLETTER

EASTERN ILLINOIS UNIVERSITY
Charleston, Illinois

Office of Information and Publications

Number 12 November 15, 1985

INTERNATIONAL TEA

The next International Tea is scheduled for Tuesday, Nov. 19 from 2 to 4 p.m. at the Wesley Foundation, 2202 4th Street. We invite everyone to meet with the foreign students and their friends. The tea is sponsored by Women of the Ashmore Presbyterian Church.

Hengzhi Fu, President of Northwestern Polytechnical University, Xian, People's Republic of China, will speak at 3 p.m.
--Brigitte Chen, Director, International Student Services

BEGINNING TEACHER ASSISTANCE PROGRAM

Starting Fall 1985 the Beginning Teacher Assistance Program will be in effect for any Eastern Illinois University graduate who is currently employed as a beginning teacher in the public schools of Illinois and Indiana. As a service to the public schools and as an additional aid to the University's graduates, through the College of Education, faculty and staff from all colleges and departments on campus will be involved in providing counseling and assistance for any Eastern graduate who is in need of these services. While this will include consultation with superintendents, principals or supervisors, the major thrust will be to support and to assist the teacher in analyzing, understanding, and resolving any concerns whether they are in teaching techniques, human relations, or subject matter.

As the program evolves, any questions or comments may be referred to: Beverly Ochs, Coordinator - Beginning Teacher Assistance Program, Buzzard Bldg. 210, Student Teaching Department phone: 581-2620.
--Francis E. Summers, Chairman, Student Teaching Dept.

For all public school teachers who have student teachers.

Student Teaching Times

A NEWSLETTER FOR COOPERATING TEACHERS
Eastern Illinois University — Student Teaching Department

VOLUME III JANUARY 1986 NO. 1

BEGINNING TEACHER ASSISTANCE PROGRAM

A new program has been developed to support Beginning Teachers.

The **BEGINNING TEACHER ASSISTANCE PROGRAM,** through the College of Education, is offering free assistance to any Eastern Illinois University graduate who is employed as a beginning teacher in the state of Illinois.

The Beginning Teacher and/or the teacher's Principal/Supervisor may contact: Beverly Ochs, coordinator of the **BEGINNING TEACHER ASSISTANCE PROGRAM,** if he/she feels the need for additional assistance and support.

Faculty members will be provided for consultation and professional services to assist both the beginning teacher and supervisor in planning a program of support in analyzing, understanding, or resolving any areas of teaching whether they are in teaching techniques, human relations, or subject matter.

In addition to the program, **BEGINNING TEACHER ASSISTANCE SEMINARS** are being scheduled throughout the state of Illinois for all beginning teachers who would like to attend. The seminars provide teachers the opportunity to discuss their experiences during their first classroom assignment and may help identify where they may like additional assistance.

Attitudes and work habits develop quickly in the beginning years of teaching and tend to set the pattern for the years ahead. We believe that this type of program will not only help prevent failure among beginning teachers, but also will serve to elevate the ultimate levels of skill and competence they will achieve as experienced teachers later.

RESULTS OF FALL 1985 QUESTIONNAIRE

During the fall semester, 1985, a questionnaire was mailed to a sample of current cooperating teachers. The teachers responded that a course/inservice concerning Supervision of Student Teachers would be beneficial. Some topics of special interest to the cooperating teachers included: observational techniques, evaluation techniques, role and responsibilities of the cooperating teacher, and effective communications during student teaching. Further information concerning a course/inservice will be forthcoming in the future. Thanks to all who responded to this questionnaire.

10 + 1 CHARACTERISTICS OF A SUCCESSFUL COOPERATING TEACHER

A successful cooperating teacher demonstrates:

- -good organizational skills
- -knowledge of ages and stages of children
- -effective classroom discipline
- -good communication techniques (sincere, honest, and tactful)
- -a positive attitude
- -enthusiasm for the teaching profession
- -a knowledge of subject matter
- -a willingness to share students and ideas
- -energy (mental and physical durability)
- -good teaching skills
- -willingness to spend extra time with the student teacher

This list was developed by a group of educators enrolled in a graduate seminar in student teaching supervision at Danville, Illinois, September, 1985. The items are not listed in a rank order but presented as all being

Forms for faculty use while assisting a beginning teacher

EASTERN ILLINOIS UNIVERSITY
BEGINNING TEACHER ASSISTANCE PROGRAM
OBSERVATION REPORT

E.I.U. Faculty Name_____ Date(s)_____ Time_____

Teacher's Name_____ Principal's Name_____

School_____ Grade/Subject_____ Visit# 1 2 3 4 5 6 7

1. Areas requiring assistance.

2. Suggested ways for providing assistance needed.

3. Summary of teachers performance based on the above information.
(This step should be completed after the teacher has had the opportunity to implement suggestions above)

BEST COPY AVAILABLE

EASTERN ILLINOIS UNIVERSITY

BEGINNING TEACHER ASSISTANCE PROGRAM
OBSERVATION REPORT

E.I.U. Faculty Name_____

Date(s)_____

Teacher's Name_____

Principal's Name_____

School_____

Grade/Subject_____

Visit# 1 2 3 4 5 6 7

This observation report is to be used as a documentation of the assistance implemented for a beginning teacher.

	Demonstrates Competency	Needs Improvement	Minimal Or No Progress	Lack Of Basis For Judgement At This Time
THE TEACHER AS A PERSON				
1. Speaks with appropriate volume and decisiveness				
2. Maintains self-control through various situations				
3. Maintains a sense of humor/positive attitude				
4. Relates well with pupils as a teacher				
5. Meets time schedules promptly and consistently				
6. Interacts well with principals, staff, parents				
THE TEACHER AS AN INSTRUCTIONAL MANAGER				
1. Performs clerical duties such as lunch count, attendance, and filing, etc.				
2. Demonstrates good organizational skills				
3. Develops appropriate objectives for student performance				
4. Develops clear precise written lesson plans				
5. Organizes lessons, moving from introductory to the development and to the summary phase				
6. Modifies and adjusts lessons according to student's performance				
7. Demonstrates proper knowledge of subject areas to be taught				
8. Selects a variety of approaches for teaching including media and materials				
9. Visuals are appropriate for the age and grade level of the students				
10. Lessons are motivating and interesting for the students				
11. The pace of lessons are appropriate				
12. Appropriate questioning techniques are used				
13. The teaching methods employed are appropriate and successful for the goals of the lesson				
14. Student performances are evaluated based on the objectives for the lesson				
15. Demonstrates an attitude of self-confidence				
THE TEACHER AS A CLASSROOM AND BEHAVIOR MANAGER				
1. Correctly observes, collects data, and maintains accurate records of student's performance/progress				
2. Manages the classroom effectively and positively				
3. Provides positive reinforcement for appropriate behavior/achievement				
4. Follows through with stated consequences for student behavior				
5. Awareness of physical conditions of classroom and proper care and use of equipment				
THE TEACHER AS A PROFESSIONAL				
1. Takes initiative and assumes responsibility				
2. Accepts constructive suggestions and implements accordingly				
3. Utilizes supportive personnel and materials when needed				
4. Self-evaluates realistically				
5. Practices professional attitude/ethics				

COLLEGE OF EDUCATION
EASTERN ILLINOIS UNIVERSITY
BEGINNING TEACHER ASSISTANCE PROGRAM
FACULTY REPORT OF TRAVEL EXPENSES
(One Form For Each Beginning Teacher)

Faculty (& Soc. Sec. #)_____ Month_____ 19____

Department_____ Date Filed_____ 19____

Beginning Teacher's Name_____ School_____

Date	A.M. Left	Arrival Time	Arrival Place	Return Trip Left	Return Trip Arrive	Miles	Amount		Lodging		Meals		Total	

Approved by_____

Francis Summers
Chairman, Student Teaching Dept.

_____

Beverly Ochs, Coordinator
Beginning Teacher Assistance Program

Date_____

Mileage Reimbursement - 20¢/mile

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

College of Education

Beginning Teacher Assistance Seminar

The Beginning Teacher Assistance Program is offering a FREE seminar for any Eastern Illinois University graduate who is now employed as a beginning teacher and who is interested in improving his/her effectiveness as a teacher.

What is a Beginning Teacher Assistance Seminar?

The seminar will provide teachers an opportunity to discuss their experiences during their first classroom assignment and will help identify where they may like additional assistance.

Various issues open for discussion are:

Classroom discipline
Classroom management
Working with parents, principals, and other teachers
Specific subject areas,
or any other issues of concern.

We want your first year of teaching to be productive and enjoyable for continuous success in your teaching career.

When and where will the seminar be held?

For more information, call Beverly Ochs 217-581-2620.

Please return this registration form as soon as possible.

Seminar to be held:_____

Teachers Name:_____

Principals Name:_____

School Address:_____

_____School Phone:_____

Teaching Position:_____

Send this form to: Beverly Ochs, Coordinator
Beginning Teacher Assistance Program
BEB 210
Eastern Illinois University
Charleston, Il 61920

Note: Please Post This Notice Prominently and Share With All Beginning Teachers

Teacher's Evaluating the program.

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

College of Education
Student Teaching Department
(217) 581-2620

BEGINNING TEACHER ASSISTANCE PROGRAM
EVALUATION FORM

Dear Teacher:

I need your input. Would you please take a few minutes to evaluate Eastern's BEGINNING TEACHER ASSISTANCE PROGRAM? Enclosed is a self-address stamped envelope. Your comments will be greatly appreciated. Thank you.

Beverly Ochs

Beverly Ochs, Coordinator
Beginning Teacher Assistance Program

1. **Your overall opinion of the Beginning Teacher Assistance Program.**

2. **Your opinion of the Seminars provided through the program for teachers.**

3. **Do you feel this program has supported you as a beginning teacher?**

4. **Of the assistance provided to you, what activities were most helpful?**

5. **What kind of additional assistance would you like to receive from this program in the future?**

TEACHER'S NAME (Optional) _____

SCHOOL DISTRICT _____

Administrator's evaluating the program.

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

College of Education
Student Teaching Department
(217) 581-2620

BEGINNING TEACHER ASSISTANCE PROGRAM
EVALUATION FORM

Dear Administrator:

I need your input. Would you please take a few minutes to evaluate Eastern's BEGINNING TEACHER ASSISTANCE PROGRAM? Enclosed is a self-address stamped envelope. Your comments will be greatly appreciated. Thank you.

Beverly Ochs

Beverly Ochs, Coordinator
Beginning Teacher Assistance Program

1. **Your overall opinion of the Beginning Teacher Assistance Program.**

2. **Your opinion of the Seminars provided through the program for beginning teachers.**

3. **Do you feel this program has supported the beginning teacher(s) of your building or district?**

4. **Of the assistance provided to your beginning teacher(s), what activities were most helpful?**

5. **What kind of additional assistance would you like to receive from this program?**

NAME OF ADMINISTRATOR (Optional)

SCHOOL DISTRICT